

## Food/Hospitality and Catering Curriculum 2022-23

	Term 1	Term 2	Term 3
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>Hygiene and basic food safety</li> <li>Eatwell Guide</li> <li>Function and food source of micronutrients</li> <li>Food provenance of fruits and vegetable</li> <li>Enzymic browning</li> <li>Seasonality</li> <li>Safe knife skills – bridge and claw hold</li> <li>Weighing and measuring of solids and liquids</li> <li>Sensory evaluation of foods using hedonic scale.</li> <li>Develop safe use of a range of basic equipment and of the grill and oven.</li> </ul>	<ul style="list-style-type: none"> <li>Digestion and role of fibre</li> <li>Safe use of a hob</li> <li>Dairy section of Eatwell Guide</li> <li>Importance of breakfast</li> <li>Understanding food labels</li> <li>Sensory evaluation using star profiles</li> <li>Basic recipe adaptation</li> <li>Further development of practical skills</li> </ul>	<ul style="list-style-type: none"> <li>Fairtrade</li> <li>Food miles</li> <li>Nutritional needs of teenagers</li> <li>Adapting recipes to meet the needs of a teenager</li> <li>Revisit seasonality – practical dishes using seasonal ingredients.</li> <li>Further develop practical skills</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>Recap Eatwell guide</li> <li>Composite foods</li> <li>Macronutrient: carbohydrates</li> <li>Energy needs</li> <li>Making and shaping a basic bread dough</li> <li>Yeast experiment</li> <li>Creaming method of cake making</li> <li>Achieving quality control in food preparation</li> <li>Pasta – comparison of convenience foods vs homemade ( link to food labelling)</li> <li>Gelatinisation – all in one method of sauce making.</li> </ul>	<ul style="list-style-type: none"> <li>Macronutrients: Protein</li> <li>Dry heat experiment</li> <li>Role of eggs in food preparation</li> <li>Adapting recipes for special diets: vegetarian/vegan</li> <li>Sustainable protein sources linked to global food production</li> <li>Foods from different cultures – make it with mince.</li> <li>Further development of practical skills through out</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Reducing food waste – link back to sustainability</li> <li>Fish</li> <li>Macronutrients: fats</li> <li>Diet-related health problems</li> <li>Adapting recipes to lower fat/sugar/salt and meet specific needs.</li> <li>Healthy food swaps</li> <li>Pastry</li> <li>Further development of practical skills throughout</li> <li></li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>Food Safety and Key temperatures</li> <li>HACCP</li> </ul>	<ul style="list-style-type: none"> <li>Food standards, animal welfare, traceability</li> </ul>	<ul style="list-style-type: none"> <li>Genetically modified foods</li> </ul>

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	<ul style="list-style-type: none"> <li>• Types of food poisoning bacteria</li> <li>• Allergies and intolerances</li> <li>• More complex knife skills – julienne, jardiniere</li> <li>• Cooking food and heat transfer – impact on nutritional value of food</li> <li>• Application of food safety through a range of practical skills</li> <li>• More complex practical skills – demonstrating more precision and accuracy, more complex elements and managing two dishes in one lesson -</li> </ul>	<ul style="list-style-type: none"> <li>• New food trends and technologies in food processing and cooking</li> <li>• Costing and scaling up recipes</li> <li>• Portion control – filling and shaping individual product</li> <li>• Nutritional analysis of recipes – further develop recipe adaptation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that impact on food choice – cultural, ethical, moral, religious and medical reasons</li> <li>• Nutritional needs at different life stages –</li> <li>• Application of knowledge and practical skill to investigate, create, plan, cost and make a menu suitable for service at a food festival</li> </ul>
<b>Hospitality and Catering</b>			
<b>YEAR 10</b>	<p><b>Understand the environment in which hospitality and catering providers operate</b></p> <ul style="list-style-type: none"> <li>- describe the structure of the hospitality and catering industry</li> <li>- analyse job requirements within the hospitality and catering industry</li> <li>- describe working conditions of different job roles across the hospitality and catering industry</li> </ul> <p><b>Understand how hospitality and catering provision operates</b></p> <ul style="list-style-type: none"> <li>- describe the operation of the kitchen <ul style="list-style-type: none"> <li>• - describe the operation of front of house</li> </ul> </li> </ul>	<p><b>Explain how hospitality and catering provision meet customer requirements</b> - linking this content to types of establishment introduced last term.</p> <p><b>Understand how hospitality and catering provision meets health and safety requirements</b> -</p> <ol style="list-style-type: none"> <li>Health and Safety at Work Act</li> <li>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li>Control of Substances Hazardous to Health Regulations (COSHH)</li> <li>Manual Handling Operations Regulations</li> </ol>	<p><b>Explain the factors that affect the success of hospitality and catering providers</b></p> <p>Students will be able to explain how the following factors influence the success to H&amp;C providers</p> <ul style="list-style-type: none"> <li>• Costs, profit</li> <li>• Economy, environment</li> <li>• Technology</li> <li>• Emerging cooking techniques and trends</li> <li>• Customer demographic/lifestyle and expectations</li> <li>• Customer service</li> <li>• Competition</li> <li>• Political factors</li> <li>• Media</li> </ul>

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		e. Personal Protective Equipment at Work Regulations (PPER)	<ul style="list-style-type: none"> <li>Revision and preparation for first attempt at written sat at the end of Year 10.</li> </ul>
<b>YEAR 11</b>	<p>Begin completion of Controlled Assessment</p> <p><b>Describe functions of nutrients in the human body</b> to include protein, fats and carbohydrates, vitamin A, B, C D, iron, calcium, phosphorus and sodium.</p> <p><b>Compare nutritional needs of specific groups</b> – must discuss similarities and differences between two groups specified in chosen learner brief.</p> <p><b>Explain characteristics of unsatisfactory nutritional intake</b> to include visible and non-visible symptoms of excess and deficiency</p> <p><b>Explain how cooking methods impact on nutritional value</b> to include boiling, steaming, baking, grilling, stir frying, deer frying, poaching and roasting.</p> <p><b>Explain factors to consider when proposing dishes for menus</b> to include time of year e.g. seasonality of commodities, seasonal events, skills of staff , equipment available ,time available , type of provision e.g. service, location, size, standards ,Finance e.g. costs, customer needs and Client base</p> <p><b>Explain how dishes on a menu address environmental issue</b></p> <p><b>Explain how menu dishes meet customer needs</b> – students will identify four possible dishes that are suitable for their practical exam</p>	<p><b>Plan production of dishes for a menu</b> -once final decisions have been made, students will produce a dovetailed time plan to use in their practical assessment</p> <p>Structured Revision starting with</p> <ul style="list-style-type: none"> <li>- Understand the environment in which hospitality and catering providers operate</li> <li>- Understand how hospitality and catering provision operates</li> <li>- Understand how hospitality and catering provision meets health and safety requirements</li> </ul> <p><b>During this term – students will complete their hour practical exam – revision activities will be carried out whilst food rooms not in use.</b></p>	<p>Structured revision will continue with</p> <ul style="list-style-type: none"> <li>-Know how food can cause ill health</li> <li>-Be able to propose a hospitality and catering provision to meet specific requirements</li> </ul>

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	and explain how is suitable for scenario, identified customers, nutrients provided, how it could be adapted for a range of diets and how it addresses environmental issues. – students will take the opportunity to practice the dishes( or elements) they want to make for their final practical exam		
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